

# PEOPLE (CHILDREN) SCRUTINY PANEL

1 May 2014

## OFSTED REPORTS ON THE INSPECTION OF EDITH WESTON PRIMARY SCHOOL AND ST MARY AND ST JOHN PRIMARY SCHOOL

Report of the Director for People

STRATEGIC AIM:	<b>Creating a Brighter Future for All</b>
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### 1. PURPOSE OF THE REPORT

- 1.1** This report provides an overview of the Ofsted Inspection reports relating to Edith Weston Primary School and St Mary and St John Primary School.

The Edith Weston Ofsted Inspection grade outcome was “Requires Improvement” in February 2014 (previously ‘Satisfactory’).

The St Mary and St John Ofsted Inspection grade outcome was ‘Good’ in January 2014 (previously ‘Satisfactory’)

### 2. RECOMMENDATIONS

- 2.1** That Scrutiny Panel considers the contents of this report noting the inspection judgements, overall effectiveness, capacity for sustained improvement and what the schools need to do to improve further.

### 3. KEY FEATURES OF THE FRAMEWORK FOR SCHOOL INSPECTION ARRANGEMENTS FROM SEPTEMBER 2012.

- 3.1** From September 2012, under the revised Ofsted school inspection arrangements, inspectors are required to focus sharply on those aspects of schools’ work that have the greatest impact on raising achievement.
- 3.2** Inspectors are required to report on the quality of education provided in the school, and must, in particular, cover:
- a) The achievement of pupils at the school;
  - b) The quality of teaching in the school;
  - c) The behaviour and safety of pupils at the school;
  - d) The quality of leadership, and management of, the school.

These are the key judgment areas and there has been an increase in the proportion of inspectors’ time in school that is spent observing teaching and gathering evidence of learning, progress and behaviour.

- 3.3** Inspectors will continue to engage headteachers, school staff and governors in the process of inspection so that they understand better the basis for the judgements that are made. Inspectors will give greater consideration to the views of parents, pupils and staff as important evidence.
- 3.4** In reporting, inspectors must also consider:
- a) The spiritual, moral, social and cultural development of pupils at the school
  - b) The extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.
- 3.5** Under the 2012 Ofsted Inspection Framework:
- a) Schools cannot be judged 'Outstanding' for overall effectiveness unless they have 'outstanding' teaching;
  - b) An acceptable standard of education is defined as a 'good' standard of education;
  - c) A school that is not deemed 'Good', but that is not judged 'Inadequate', is a school that 'Requires Improvement';
  - d) A school that is 'Inadequate' overall and that requires significant improvement, but where leadership and management are not 'Inadequate' is a school with serious weaknesses;
  - e) A school that is 'Inadequate' overall and where leadership and management are also 'Inadequate' is a school requiring special measures;
  - f) Schools that are judged as 'Requires Improvement' will normally be monitored and re-inspected within a period of two years, the timing of the re-inspection will reflect the individual school's circumstances and will be informed by what inspectors find at the monitoring visits;
  - g) If a school is judged as 'Requires Improvement' at two consecutive inspections and is still not 'Good' at a third inspection, it is likely to be deemed 'Inadequate' and to require 'Special Measures';
  - h) Inspectors will normally contact the school by telephone during the afternoon of the working day prior to the start of a Section 5 inspection;
  - i) Inspections will evaluate the robustness of performance management arrangements, and consider whether there is an appropriate correlation between the quality of teaching in a school and the salary progression of the school's teachers.

This framework sets out the statutory basis for inspections conducted under the Education Act 2005 (as amended), from 2012.

- 3.6** This framework applies to all schools in England that are to be inspected under Section 5 of the Education Act 2005 (as amended). This includes all maintained schools and state-funded independent school and certain non-maintained independent schools.

The schools subject to Section 5 inspection are:

- a) Community, foundation and voluntary schools;
- b) Community and foundation special schools;
- c) Pupil referral units;
- d) Maintained nursery schools;
- e) Academies;
- f) City technology colleges;
- g) City technology colleges for the technology of the arts;
- h) Certain non-maintained special schools approved by the Secretary of State under Section 342 of the Education Act 1996.

### **3.7 How does inspection promote improvement?**

Ofsted is required to carry out its work in ways that encourage the services it inspects and regulates to improve, be user-focused and be efficient and effective in the use of resources.

Inspection acts in a number of ways to drive and support school improvement, for example by:

- a) Raising expectations through criteria and grade descriptors that illustrate the standards of performance and effectiveness expected of schools;
- b) Offering a sharp challenge and the impetus to act where improvement is needed;
- c) Clearly identifies strengths and weaknesses;
- d) Recommends specific priorities for improvement for the school and when appropriate, checking on and promotes subsequent progress;
- e) Promotes rigour in the way that schools evaluate their own performance, thereby enhancing their capacity to improve;
- f) Monitors the progress and performance of schools that are not deemed 'good' and challenges and supports senior leaders, staff and those responsible for governance.

### **3.8 What inspection judgements mean**

When finding the overall effectiveness of the school and when making the four key judgements about the achievement of pupils, the quality of teaching, the behaviour and safety of pupils and the quality of leadership in, and management of, the school, inspectors use the scales below:

- a) Grade 1 Outstanding
- b) Grade 2 Good
- c) Grade 3 Requires Improvement
- d) Grade 4 Inadequate

### **3.9 Outcomes and Ofsted monitoring process**

Certain schools are exempt from Section 5 inspection. These schools are known as 'exempt schools'. Regulations specify that maintained primary and secondary schools, and academies, that were judged to be 'outstanding' overall at their most recent Section 5 inspection are exempt from future

inspection under Section 5. This exemption also applies to an academy converter school whose predecessor school achieved an 'outstanding' grade overall at its most recent Section 5 inspection.

Certain types of schools cannot be exempt schools. These are special schools (including maintained residential special schools and non-maintained special schools with residential provision), pupil referral units and maintained nursery schools.

Where Her Majesty's Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school, HMCI has powers to inspect at any time under Section 8 of the Education Act 2005 (as amended). Such concerns may be identified through the risk assessment process when Ofsted becomes aware through other means of concerns about a school's performance or the safety of pupils. HMCI may treat an inspection of an exempt school conducted under Section 8 as if it were an inspection under Section 5. Under Section 8, HMCI may be required by the Secretary of State to conduct an inspection of an exempt school. The Secretary of State may also require that the inspection be treated as if it were also an inspection under Section 5.

Exempt schools (like other schools inspected under this framework) may be subject to inspection as part of a programme of surveys, of curriculum subjects and thematic reviews, including those focused on best practice. These inspections are conducted under Section 8.

### 3.10 Edith Weston Primary School

#### Key Findings:

**Inspection Dates** 12-13 February 2014

**Overall Effectiveness** Previous Inspection This inspection Grade 3 Satisfactory  
**Grade 3 Requires Improvement**

Key Judgment Area	Grade Awarded	Outcome
The achievement of pupils	Grade 3	Requires Improvement
The quality of teaching	Grade 3	Requires Improvement
The behaviour and safety of pupils	Grade 3	Requires Improvement
The leadership and management	Grade 3	Requires Improvement

### 3.11 Main findings

The **attached** Ofsted inspection report provides background information about the inspection carried out – in summary:

This is a school that requires improvement. It is not 'Good' because:

- a. Pupils do not make rapid enough progress, particularly in writing and mathematics.
- b. Too much of the work teachers set for the more-able pupils is not demanding enough.
- c. Lessons are not always pitched at the right level for pupils who find learning difficult and those who join the school partway through their schooling.
- d. Pupils lack the confidence to explore new ideas or topics by themselves and tend to wait to be prompted by teachers.
- e. The progress that pupils make has not been sufficiently well monitored by leaders.
- f. School leaders have not been effective since the last inspection in improving the quality of teaching or helping pupils to learn at a faster rate.
- g. Subject leaders do not have the skills needed to lead their areas of responsibility effectively.
- h. Pupils' play is sometimes overly boisterous

The school has the following strengths:

- a. Progress in the Nursery and Reception class is good.
- b. The children learn through a wide range of interesting topics and themes, and the provision for their moral, social, spiritual and cultural development is good.
- c. Pupils enjoy coming to school. They feel safe and their attendance is above average.
- d. The recent federation with another school is beginning to help the school to improve.

Information relating to the inspection which provides background includes:

- The inspector observed six lessons in Key Stages 1 and 2, and made four visits to the Reception and Nursery class. Eight of these observations were made jointly with members of the school leadership team.
- The inspector spoke to pupils in lessons, at lunchtimes and at playtimes. He also interviewed a group of pupils, and listened to a number of children read.
- The inspector scrutinised pupils' work and the 'learning journeys' of children in the Nursery and Reception class.
- The inspector looked at a wide range of school documents, including its data about pupils' current and recent progress, its planning and monitoring documentation, and its records relating to behaviour, attendance and safeguarding arrangements.
- Meetings were held with the Chair of the Governing Body, senior and subject leaders, and with a representative of the local authority.
- The number of parents who responded to the online questionnaire (Parent View) was too small for the results to be made available to the inspector.

- The inspector considered the views expressed in questionnaires returned by 12 members of staff.

#### Information about this school

- This is a smaller than average-sized primary school.
- The large majority of pupils come from a White British heritage. The proportion of pupils who come from a minority ethnic group or who speak English as an additional language fluctuates because of the high turnover of pupils, but at the time of the inspection is above average.
- Fewer pupils than average are known to be eligible for free school meals. However, a much higher than average proportion of pupils is eligible for pupil premium funding because they have a parent in the armed forces.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportion supported at action plus or with a statement of special educational needs is average.
- Pupils frequently join or leave partway through their primary school education. This is due to the fact that a large number of the pupils are from service families.
- In September 2013, the school entered a 'soft federation' with another school. From this date, the headteacher of that school became the executive headteacher of both schools. In addition, a member of the leadership team of the federation school was appointed School Leader.
- There has been significant staff turnover in recent years. All teachers currently serving have been appointed since September 2012.
- The number of pupils in Year 6 in 2013 was too small for the government's floor standards to be applicable.

### 3.12 Further information

The Ofsted report states that to improve further the school should:

Improve teaching by:

- ensuring that the work teachers set pupils, particularly the most able, is always appropriately challenging
- making better use of the information the school holds on the achievement of pupils whose circumstances make them vulnerable, especially those who join the school partway through their schooling, so that the work they are given is not too hard for them to understand
- making pupils more confident and resilient learners by encouraging them to explore ideas and problems for themselves, and not to wait to be prompted or helped by their teachers

- teachers reinforcing the school's expectations regarding behaviour around corridors and in the playground and stressing the importance of pupils not calling out in lessons.

Improve achievement, including that by the most-able pupils, and especially in writing and mathematics, by:

- requiring pupils to take more care over spelling and punctuation in their written work
- raising pupils' awareness of when they need to adapt their styles and vocabulary when writing for different audiences and different purposes
- strengthening pupils' problem-solving skills in mathematics
- giving pupils more opportunity to develop their skills in speaking and listening in all subjects.

Improve leadership and management by:

- ensuring whole-school systems used to track the progress of individual pupils and groups are robust and accurate and used to inform teachers' subsequent lesson planning
- improving the skills of subject leaders so that they make a better contribution to the school's improvement

Further information is available within the content of the inspection report.

**3.13** As the school 'Requires Improvement' the role of the Local Authority consists of the following targeted support:

- Regular Strategy Meetings chaired by the Local Authority;
- Support to develop and oversee delivery of an Action Plan;
- Support to the Executive Head Teacher;
- Support to ensure that additional training, school to school support and peer support is provided.

### **3.15 St Mary and St John Primary School**

#### **Key Judgments:**

**Inspection Dates**                      **28-29 January 2014**

#### **Overall Effectiveness**

Previous Inspection	Grade 3	Satisfactory
This Inspection	Grade 2	<b>Good</b>

<b>Key Judgment Area</b>	<b>Grade</b>	<b>Outcome</b>
The achievement of pupils	Grade 2	Good
The quality of teaching	Grade 2	Good
The behaviour and safety of pupils	Grade 2	Good
The leadership and management	Grade 2	Good

### 3.16 Main Findings

The **attached** Ofsted inspection report provides background information about the inspection carried out – in summary:

This is a good school.

- The school has tackled the weaknesses identified by the last inspection with success. Under the highly effective leadership of both the interim and the new headteacher, the strong staff team have worked together to raise the achievement of pupils.
- Teaching is kept under close review by leaders and best practice is willingly shared. Good and sometimes outstanding teaching helps the pupils make rapid progress, particularly in reading. Pupils' attainment is above average in reading, writing and mathematics.
- The children get off to a flying start in the Early Years Foundation Stage and benefit from expert teaching and stimulating activities.
- The school makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is good. They concentrate on their work and respond positively to the lively and interesting teaching.
- The school has thorough arrangements to keep pupils as safe as possible and pupils have an accurate knowledge of how to keep themselves safe, too.
- Governors have guided the school through a period of significant change very skilfully and are determined to secure the school's continuing successful future.

It is not yet outstanding because

- Pupils' progress in writing is not as rapid as in reading and mathematics.
- Some staff lack experience in using a new process for assessing writing which has recently been introduced into the school.
- Subject leaders have started to undertake a full range of recently introduced checks on teaching and learning. This needs developing further so that it becomes part of normal school practice.

Information about this inspection:

- Seventeen lessons or parts of lessons were observed. Two joint observations were undertaken with the headteacher.
- Discussions took place with the headteacher, senior leadership team, a group of pupils, some other staff, the Chair and ex-Chair of the governing body and an adviser from the local authority.
- Inspectors heard pupils read and observed the teaching of reading.
- They sampled pupils' work in different year groups, examined records of pupils' progress and read the school's improvement plan. A range of other documentation was examined, including policies, practice and procedures that relate to safeguarding.



- The lead inspector held a meeting with a member of the local authority's advisory staff.
- The views of staff were sought and 12 responded to a written questionnaire.
- The inspectors looked at the 34 responses from parents on Parent View, the government's website for parents' views about their children's school.
- A letter submitted by a parent was read.

Information about this school:

- This school is smaller than the average-sized primary school.
- Almost all pupils are White British.
- While the school has a small but significant number of 21 pupils from forces families, the proportion of pupils who are supported by the pupil premium, which provides additional government funding for pupils who are looked after by the local authority, known to be eligible for free school meals or from families with a parent in the armed forces is lower than average. Very few pupils are entitled to free school meals.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages its own breakfast and after-school clubs. There is a pre-school on site registered with Rutland County Council.
- The headteacher began her duties in September 2013. This followed a year when an interim headteacher had led the school.

What does the school need to do to improve further?

Improve the teaching and its impact on pupils' progress and attainment in writing by:

- ensuring all teachers have a firm grasp on the levels being achieved when they assess pupils' writing and by ensuring they share their evaluations with one another and with staff from other local schools
- providing frequent opportunities for pupils to practise their writing skills and complete extended pieces of writing.

Support the development of subject leaders by:

- involving them fully in reviewing the strengths and aspects for development in the subjects for which they are responsible through a range of monitoring activities
- strengthening their work with the governors who have the responsibility for keeping abreast of subject development so that there is a shared understanding of what requires more work
- examining data more incisively so that all staff know how well different groups of pupils are progressing in each class and across the school.

Further information is available within the content of the inspection report.

#### 4. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	Low	The Local Authority will provide targeted intervention and support to non- academy schools who are in 'Special Measures' or 'Requires Improvement' OFSTED categories and has monitors schools causing concern to ensure that all schools maintain consistently high standards.
Viability	Low	The Local Authority is committed to improving outcomes for children and young people and endeavours to support and challenge schools to improve teaching and learning.
Finance	Low	Reduced levels of funding are available to the Local Authority to support schools. The introduction of the school funding reform on 1 <sup>st</sup> April 2013 delegated the Dedicated Schools Grant to schools. Funding needs to be used effectively to support learners.
Profile	High	Any school inspection outcomes will create interest in the community.
Equality and Diversity	Low	No issues

##### Background Papers

Edith Weston Inspection Report  
St Mary and St John Inspection Report  
Ofsted regulations for inspection and monitoring visits and support

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A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.